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ABSTRACT

Two studies focused on children's reading but employed very different procedures and techniques. The first study examined the link between the levels of children's reading comprehension and the quantity of reading they did. Subjects, 198 children chosen at random from years 5, 6, and 7 of a single elementary school in Adelaide, Australia, completed questionnaires, kept diaries of leisure time activities, and were tested for reading comprehension and verbal ability. Results indicated that the hours subjects spent reading were positively and significantly correlated with reading comprehension. Positive and significant correlations were also obtained for the possession of books, selection skills, a wide use of sources, and the habit of returning to known authors. The aim of the second study was to establish what South Australian children read in the 19th century and to explore the nature of their reading materials. Reading materials available to South Australian children in the colonial period were read and analyzed. Results indicated that: (1) children in colonial South Australia were immersed in the literature produced for their British cousins; and (2) the reading materials were designed to shape the moral and social development of the young. Findings of these two different research projects on children's reading highlight the values and limitations of different research methods and the necessity of conducting a range of studies in order to create a broad understanding of this complex and important topic. (Twenty references, the survey instrument, and blank diary forms are attached.) (RS)

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CHILDRENS READING

A RESEARCH REPORT

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CHILDREN'S READING - A RESEARCH REPORT

INTRODUCTION

When I was asked to speak at this conference about some of the research I have done, I decided to focus on those of my projects which investigated children's reading. I did this because I believed they would hold most interest for an audience who share teacher-librarianship as a common occupation, but who come from a diversity of environments.

The promotion of reading is, after all, fundamental to our profession no matter what our origins. About the middle of last century, many people in the Province of South Australia wrote about reading as through learning to read and elementary education were one and the same thing. Nor were they the only ones of that day to do so. Now all education systems require elementary schools to teach their pupils many other subjects than reading. Nevertheless, the regular public debates regarding community levels of literacy indicate the central importance still placed on learning to read. We all recognise that being able to read enables the individual to gain access to information and so to power; we also acknowledge that every literate person has the means by which to enjoy the wealth of culture and experience embodied in the literatures of all peoples, if only in translation. Indeed, scholars are now giving attention to the ways in which literacy and education have been inextricably linked with changes in the ways "in which we are governed and produced as citizens". (Kendall 1992, p.80)

In 1984, at an IASL conference held in Hawaii, Ken Haycock gave a paper which proved to be seminal in its influence, stimulating new thought, writing and activity for years to come. I feel obliged to mention this paper here because, in Australia at least, one point made by Haycock caused considerable disquiet for some time. The point was Haycock's attack on those teacher-librarians who saw themselves as "language arts teachers working in an enriched language arts classroom", their task centred on promoting the reading of fiction. (Haycock 1985, p28). I bring this up because it was misinterpreted by some as Haycock arguing against the importance of the role of the teacher-librarian in promoting children's reading. Only time and discussion have led people to recognise that Haycock was suggesting that reading was better promoted by the teacher-librarian working with the classroom teacher than by working alone. His point concerned methodology, rather than the goal to be achieved.

I shall now report briefly on two projects which were undertaken in quite different circumstances and at different times. One was completed in 1979, the second in 1987. They shared a common focus on children's reading, but employed very different procedures and techniques. It is hoped, therefore, that outlining them will highlight the value and limitations of different kinds of studies and the importance of not relying on a single strategy if you want to achieve a broad view. Both required much labour on my part and co-operation from others, but neither required much funding.

PROJECT ONE : THE RELATIONSHIP BETWEEN LEISURE READING AND READING COMPREHENSION

AIMS

The main purpose of this enquiry was to examine the link between the levels of children's reading comprehension and the quantity of reading they did. That there is such a link is a matter of common observation by teachers and librarians. This study sought to clarify the relationship between the two by empirical means. Furthermore, while previous research had shown that children who read are most easily distinguished from those who do not by personal and family characteristics, it was hoped the study would highlight factors associated with the development of reading habits which were open to school influence.

THE HYPOTHESES FOR INVESTIGATION

The principal hypotheses proposed were :-

1. there is a positive correlation between reading comprehension and hours spent reading.

2. there is a positive correlation between reading comprehension and the reader characteristic variables of :-
   (a) possession of book selection skills;
   (b) a wide use of sources from which reading materials are available;
   (c) the habit of returning to known authors; and
   (d) the choice of hardcover or paperback books as favourite format of reading materials

3. there is a positive correlation between reading comprehension and the personal variables of age, sex, verbal ability, sparetime activities and attitude to school.

4. there is a positive correlation between reading comprehension and the family variables of :
   (a) library membership;
   (b) book ownership;
   (c) parental encouragement to read;
   (d) the predominant use of English in the home; and
   (e) the availability of a comfortable place to read.

5. there is a negative correlation between reading comprehension and the family variable of hours spent watching television.

Because of the critical importance of Hypothesis 1 to the study, the significant level of 0.01 was set for the rejection of the null hypothesis in this instance. The less stringent level of 0.05 was used for subsequent hypotheses.

All of these hypotheses were constructed on the basis of the information yielded by an extensive survey of the literature. Many previous researchers have struggled to clarify the influence which shape the reading habits of children and the results of their work guided the design of this study. There is no scope in so brief a presentation to detail the way the study was constructed in relation to earlier work, but it should be pointed out that the review of the literature extended from the pioneering work of Terman and Lima (1925) up to 1978, the year before the study was undertaken. Furthermore it was strongly influenced by the major project of Whitehead *et al* which reported in 1977 on a survey of the reading habits of English children.

METHODOLOGY

The study was planned to gather data by which the relationship between specific independent and classification variables and the criterion variable, reading comprehension, could be explored.

The Sample

The project was undertaken at a single elementary school in suburban Adelaide in the mid-year term of 1979. It was cross-sectional, selecting students from three year levels. As the goal was to examine the behaviour of independent readers, the levels selected were Years 5, 6 and 7. The sample was a stratified random sample with equal-size groups from each year. The school's class lists provided the sampling frame and, after some students' names had been deleted because of extended absence, a computer program was used to draw random samples. Seventy children were randomly selected from each year level, giving a total of 210 prospective subjects. Eleven potential subjects were lost because their parents withheld permission for the children to take part. Another fell by the wayside because of illness. Thus the final study sample was a group of 198 children, 104 of whom were female and 94 male.

It should be noted, however, that all the measuring instruments were administered to all the children in Years 5, 6 and 7 apart from those whose parents withheld permission. This procedure had two advantages. Firstly, it made the exercise of more value to the classroom teachers who obtained results for their classes as a whole. rather than for portions of them. Secondly, as all the children were treated alike, those in the sample were unaware that they had been selected in any special way and this should have helped to ensure their returns more accurately reported their behaviour.

Measuring Instruments

Necessarily, the criterion measure for this study was a test of reading comprehension. It was decided to use a cloze procedure test because it measured an ability to use the redundancy of language. It was postulated that this is precisely the kind of skill liable to be developed by reading practice and that, therefore, a cloze test would provide the best

measure currently available for studying the effects of leisure reading on reading ability. The GAP Test (Mcleod 1977) was the test chosen as it had been designed for children of the appropriate age groups.

A test of verbal ability was also administered. The test was an adaptation of the Quick Test (Ammons and Ammons 1922, p 32), modified by the researcher after repeated trials to produce a test which met the needs of the study and the particular policies of the school in which the study took place. The main instruments for collecting data on the children's reading were a questionnaire and a diary. The questionnaire was based on that designed by Whitehead *et al* (1977). Other questionnaires were also examined and the final form adopted was one which had been modified from the Whitehead form, then trialled in other schools before being used in this instance (Appendix 1).

Questionnaires are a commonly used instrument for gathering data about people, their habits, beliefs and attitudes. The information they yield is often predictable, rarely surprising. Their disadvantages are obvious. They depend on the responses to predetermined questions by subjects who may have no great recall of nor interest in the topic. These distorting factors are likely to be magnified by the inexperience of young children whose concepts of time, for example, may be hazy. Frequently, though, there is no alternative to using them and if they are filled out honestly by subjects, you gain a view of what people believe to be true. Questionnaires were used in this case because they provided the least intrusive, quickest way to gather the necessary data.

Nonetheless it was decided to supplement and check information gathered by the questionnaires by asking children to keep diaries of their leisure time activities. The diaries were distributed in class as a single sheet each day (with three stapled together for Friday and the weekend) and collected the following day. The daily distribution and collection of sheets served to remind children to keep them. The routine of giving today's sheet out and collecting yesterday's soon become only a brief interruption to classroom procedures. Indeed, some teachers chose to undertake the process themselves, thus cutting down even further on the intrusion. These teachers were careful to check that children had written their names on each sheet. The diaries were kept every day for two weeks, which were not concurrent but separated to try to ensure coverage of 'typical' school time.

A very high rate of return was achieved for the diaries, especially where class teachers chose to deal with their distribution and collection. This was important because the diaries proved to be a very valuable adjunct to the data collected by questionnaire. Though collating the information they contained was a long and wearisome business, they did offer some real insight into what children read, when and for how long. Moreover, these facts were presented as part of a pattern of behaviour over a week.

The variable of the hours spent reading was postulated as being a more significant measure of the quantity of reading done by subjects then the number of books read. The use of this variable was one of the distinctive features of the study. In previous projects, the quantity of reading done

was measured by asking subjects how many books and magazines they had read in a preceding interval of time, generally a month (Jenkinson 1940; Scott 1947; Maconie 1969; Tolley 1977; Whitehead *et al* 1977).

Thus a child who read ten Dr Seuss titles would appear to be reading more than one who read Richard Adams' *Watership Down* in the same period of time. To overcome this problem the study under discussion measured quantity of reading through the daily diary of leisure activities which asked children to indicate what they did in their spare time. The diaries also gave children the opportunity to record the title of anything they read (Appendix 2).

It is conceded that the hours spent reading by a subject may also conceal differences more significant than the single common element of time. Therefore the material read by selected subjects was analysed to determine its levels of difficulty. This exercise proved very valuable in the extra data it revealed, but it was immensely time-consuming and required access by the researcher to every title. It would therefore be of use only in particular circumstances when the knowledge gained would be worth the effort invested.

To summarise, the principal measuring instruments employed gathered information on the variables selected for study in the following manner :-

	Variables	Instruments
1	**The criterion variable, reading comprehension**	**The GAP Test (McLeod 1977)**
2	**Six independent reader characteristic variables :**	
	hours spent reading	Daily Diaries
	possessing book selection skills	Item 16, Questionnaire (Q: 16)
	openness to recommendations	Q: 15
	wide use of sources of reading materials	Q:11b, 12b, 13c, 14b
	the habit of returning to known authors	Q:16h
	choice of favourite formats of reading materials	Q:10
3	**Five independent personal variables :**	
	age	School records
	sex	School records
	verbal ability	The Quick Test
	sparetime activities	Daily Diaries
	attitude to school	Q:1
4	**Eight independent family variables :**	
	children's membership, public library	Q:5

	parents' membership, public library	Q:6
	children's ownership of books	Q:7
	parents' ownership of books	Q:8
	parental encouragement to read	Q:9
	predominant use of English	Q:4
	availability of a comfortable place to read	Q:3
	hours spent watching television	Daily Diaries

RESULTS

Once the data was gathered and coded, pearson product-moment correlation coefficients were calculated to test the relationship between the criterion variable, reading comprehension, and each of the dependent variables. Where data on a subject were missing for any variable, the subject was omitted so that all calculations were based on an identical population.

The hours that subjects spent reading were confirmed as being positively and significantly correlated with reading comprehension, the obtained r being 0.40, p=0.01. Positive and significant correlations were also obtained for the reader characteristic variables of the possession of books, selection skills, a wide use of sources, the habit of returning to known authors and the choice of hardcover or paperback books as favourite formats of reading materials. The personal variables of age, verbal ability, hours spent in sparetime activities and attitude to school also correlated positively and significantly with reading comprehension, as did the family variables of library membership and the predominant use of English in the home. Other personal and family variables, however, failed to achieve significance. These were sex, the diversity of sparetime activities engaged in, family ownership of books, parental encouragement to read and the availability of a comfortable place to read. Thus very few of the family variables achieved significance, and of those that did, none correlated higher than 0.24 with the dependent variable. This surprising result is attributed to the social and economic homogeneity of the area from which the school drew its students and it is assumed that if the study was replicated with a more diverse population, the correlations may well be higher. It is believed, however, that the lack of importance of the family variables served the purposes of the study by bringing into clearer focus variables subjects to teacher influence.

The variables of hours spent watching television did not assume the significant, negative relationship expected. In regard to this result, its disagreement with those of the Whitehead *et al* results (1977, p71) may be a function of certain characteristic of the population chosen, in particular its smallness.

Certainly the mean television viewing hours of 14.3 per week obtained in this study were considerably lower than in others. This may have arisen because several families whose children attended the school did not own television sets as a matter of principle. They may also be a function of the diaries which indicated that children did a number of things while claiming to watch television. For example, one child reported he built a model while watching television. In coding the results, the researcher divided the time allotted by the child to these activities into two, giving half to one activity and half to the other.

It was postulated that verbally able students, who preferred to read paperback books (as distinct from magazines, comics and newspapers) and who read regularly, books they selected for themselves from the range of sources available to them, would be steadily developing their reading abilities as they grew older through these attributes and habits. A model was constructed to express these relationships and this model tested by path analysis.

The data fitted the model quite closely, thus supporting the theory. Although the reading behaviours included in the model contributed only moderately or weakly to the growth of reading comprehension, their susceptibility to teacher stimulation gives them greater importance. Teachers and school librarians who work to foster the reading habits of their students, to surround their pupils with attractive and accessible reading materials and to familiarize them with other sources of books outside the school, are justified by the findings of the present study in their conviction that their efforts will help their pupils become better readers. Helping children discover how to use the parts of a book to guide their reading choices also has value. While the present study examined only the leisure reading of students, its findings suggest that silent reading periods have a place in the school program as they, like leisure reading, afford practice of reading skills. However, whether teachers would achieve more by stimulating out-of-school reading and devoting in-school time to teaching reading skills, cannot be decided on the basis of this investigation, but requires further research.

Follow Up Interviews

The results of surveys are limited to the description of general trends and to the identification within those trends of minorities of various types. Though teachers and librarians are mainly concerned with working individual children rather than groups of the size for which individual generalizations are meaningful, their perception of the children they teach will be placed in better perspective for knowing of such trends. Yet general trends can conceal factors of importance in dealing with a given child and their use should be tempered by examining information gleaned by different methods. Follow-up interviews with a sample of 34 children suggested that some of those who scored poorly on the criterion test were heavily reliant on the assistance of teachers and librarians in helping them find books they could read and enjoy. Though the reading recommendations of teachers and librarians did not have much influence on the body of students (the obtained r for their recommendations with reading comprehension was

0.18, p=0.55), these few children repeatedly commented on how much they appreciated this help. The remarks of all the children interviewed emphasized the need for a large and varied supply of appealing books, with thought being given to the special requirements of different groups of children.

Overall, the results of the main part of the study stressed the importance of children's leisure reading, supporting the claim that encouraging the reading habit is educationally necessary, rather than simply a desirable extra to be undertaken if time permits.

The value of the school library in supporting children's reading habits was underlined by the general satisfaction with it expressed by the children interviewed and the gratitude of the weaker students for the support of the teacher-librarian.

PROJECT TWO : THE SOCIAL ROLE OF CHILDREN'S LITERATURE

The utilitarian value of learning to read is plain to all. With increasingly few exceptions, it is necessary to be literate to be employable. But the process of reading literature is educationally richer than an exercise in developing reading skills. Teachers and librarians are constantly aware of the role of literature in the social induction of children into the values and attitudes of their community. As McGillis (1991, p98) expresses it, children's literature is "an essential key to the *mentalite'* of a given time and place." Research into this aspect of children's materials serves to put in perspective our continuing concerns about what is or is not good for children both in terms of content and form.

It is my intention to write a history of children's reading in South Australia to create for teacher-librarians in that state a way of viewing current issues in the context of earlier developments. At present this is a long term aim since I have only finished the research up to the end of the nineteenth century. (South Australia was founded as a colony late in 1836). My work on this section can be described in the following way.

Aim

The aim of the study was to establish what South Australian children read last century and to explore the nature of their reading materials. The intended result was a portrait of the reading itself and its function in the lives of colonial children as visualised by contemporaries.

METHODOLOGY

The Materials

The first stage of the project was an extensive search to establish what reading materials were available to South Australian children in the colonial period. Official records were scanned, especially those related to the introduction and expansion of state support for elementary education. Parliamentary records, and those of government bodies dealing with education, contained syllabi, together with recommended texts and lists of other bodies held in the school book depot. They also reported discussions of the reasons for recommending particular books

or series. Catalogues of colonial libraries were studied and private papers examined for references to childhood memories of books and magazines. The most valuable source of information, however, was the advertising section of newspapers of the time in which booksellers touted their wares. From these sources a profile was constructed of the kinds of materials available, their volume, range and cost. More particularly, lists of actual titles on sale or loan or given away as prizes were compiled. At the same time note was taken of the reasons advanced by adults - as law makers, educators, parents or concerned citizens - for providing children with reading and their expectations in regard to the effects of the reading on children's lives.

The next stage of the research was the reading of every title identified in Stage 1 which could be obtained. Examples of kinds of materials were also read. Fortunately, there was comparatively little difficulty in gaining access to desired titles because of the historical collection of children's books and magazines held in the State Library of South Australia. This collection aims to present a representation of what Australian children have read and are reading. In this it is different from collections in other states which aim to cover materials produced in Australia or by Australian authors for children.

Analysis

Essentially the analytical method employed was that of discourse analysis. Intensive reading of the target material led to the proposal of certain themes as characterising the content of particular types of materials. These were outlined together with examples to illustrate them. Subsequently, close analysis of specific items chosen as typical of their category was undertaken for two purposes. The first was to demonstrate that the themes identified by the primary analysis were in fact useful as tools by which to examine individual examples of the category. The second was to identify literary forms employed by authors as those most suited to the purposes of the publication. Examples of the themes and a form used in one category of material are given in the Results Section below.

Once the primary sources had been studied in these ways, the work of other scholars in the field of nineteenth century English-language children's literature was reviewed. This reading provided a framework within which to view the materials. Also, the analyses of other authors offered a way of checking and illuminating the conclusions reached so far.

There was also an effort made to establish how literate the children of the colony were at particular times. This was done since the availability of books and magazines would be unimportant to children who could not read them. This aspect of the project proved the most difficult of all because of the severely limited nature of the existing evidence, though some general conclusions were drawn.

RESULTS

What emerged was a picture of children who, living in one of the most isolated places on Earth, some 12,000 miles from "home", were surrounded by, indeed immersed, in the literature produced for their British cousins. Through their reading, they became citizens of the "Greater Britain", children of the Empire. Even in the 1890's, a decade much vaunted as the true beginning of Australian children's literature because of the publication of Ethel Turner's Seven Little Australians, South Australian children's reading was overwhelmingly imported from England. Clearly, colonial educators and parents wanted their children to be English in outlook; South Australia was a planned colony intended to reproduce in the southern hemisphere another England, refined of the failings of the original. In fact, what is surprising is not that books and magazines were imported; rather it is that even 64 years after its foundation, South Australia produced so little local material for its children, despite incongruities such as the festive reading of A Christmas Carol in 39° centigrade heat.

The second major characteristic of South Australian children's reading was that it was "good" reading; it was designed to shape the moral and social development of the young. Many people of the time believed in what Cawelti has described as the impact theory of reading, the view that what people read directly influences their behaviour (Cawelti, 1976, p.22).

Thus in 1885 **Australian Etiquette** warned:

> Few mothers can over-estimate the influence which the companionship of books exerts in youth upon the habits and tastes of their children . . . The poison imbibed from bad books works so secretly that their evil is even greater than the influence of bad associates.
> (Morrison and Talbot, 1985, p56)

The items most readily available during the period of the study were Sunday school magazines such as The Children's Friend and The Child's Companion and Juvenile Instructor. In Egoff's survey of children's periodicals of the nineteenth century, she writes of The Children's Friend, "other Sunday school magazines provide mere variations on the theme" (Egoff, 1951, p.10). Analysis of this category of material revealed that five key themes described the bulk of its content from the middle of the century until the late 1870's. These were :-

1. life is time of trial;
2. the world is the physical revelation of God's power, presence and purpose;
3. Christianity is the key to human happiness and progress;
4. prayer and The Bible are the spiritual support needed by Christian children to live piously;
5. children's behaviour should be characterised by kindness, politeness, truthfulness and obedience.

Typical of the literary forms employed by these pointedly didactic titles was the "awful warning' story. Awful warnings were noted for their directness, their brevity and economy of language and the severity of their punishments for trivial offences. An example was found in The Children's Friend of 1865 on p 111.

> The Stolen Apple
>
> A prisoner, who was sentenced to be transported for house breaking, was spoken to by a friend, relative to his *first theft*. The poor fellow pointed to the mark of a severe cut on his left hand, and said, "That was done, Sir, when I was a boy. I fell from an apple tree, into which I had climbed for the purpose of stealing an apple. *An apple was my first theft*. Beware, young readers, of the first step in an evil course.

Very little evidence could be found in regard to the 'bad' literature or penny dreadfuls circulated in the colony. On occasions adults expressed disapproval of its corrupting influence, but actual titles were exceptionally difficult to identify. Nevertheless, given the weight of Sunday school titles available, it is worth noting that such titles as Cool Kate the Queen of the Crooks (Anglo 1977, p 120) may have been read by the same children who read Sunday school magazines.

These examples are given to indicate the specific kind of results produced by the methods of analysis. A full report of the results would be too extensive to provide here. What needs to be said on this occasion is that this work provided a case study of the official promotion of children's reading for educational and social purposes and it is a useful reminder of the fact that any promotion of children's reading must be seen within its social context. It produced convincing evidence of the importance of examining the whole range of what children are reading at a given time, not just the literary highlights to which subsequent generations look back fondly. Thus selection policies of teacher-librarians must be informed by an understanding of the function of children's leisure reading in society and by the role of the popular book and magazine in children's lives and education.

It is hoped that this overview of two different research projects on children's reading will assist in highlighting the values and limitations of different research methods and the necessity of conducting a range of studies in order to create a broad understanding of such a complex and important topic.

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DR MAUREEN NIMON,
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May 1992

MN:ac

QUESTIONNAIRE

NAME:

CLASS:

DATE:

WHAT THIS QUESTIONNAIRE IS FOR:

Many people who take part in your education would like to know what you are interested in reading. Your teachers and librarians would like to see that there are more materials of the kind you like to read available to you.

THIS IS NOT AN EXAMINATION OR A TEST. We want to know what you really think and do.

IF you make a mistake, cross it out and start the question again.

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Here is a list of questions. Most can be answered by drawing a circle around the letter by the answer that is right for you.

1. Which of the following sentences tells how you feel about school?

   A. I enjoy school.

   B. I neither like nor dislike school.

   C. I dislike school.

2. How many brothers and sisters do you have?

   A. None.

   B. One.

   C. Two.

   D. Three.

   E. Four.

   F. Five.

   G. Six.

   H. Seven or more.

3. Do you have a place at home where you can read comfortably?

   A. Yes

   B. No.

4.(a)Does your father speak English at home

A. All the time?	B. Most of the time?	C. Some of the time?	D. None of the time?

(b) Does your mother speak English at home

A. All the time?	B. Most of the time?	C. Some of the time?	D. None of the time?

5. Do you belong to a public library?

A. Yes.

B. No.

6. Do your parents read library books?

A. Yes.

B. I don't know.

C. No.

7. How many books do you own? (Don't count comics or magazines)

A. None or a very few (up to 10).

B. A few books (11 to 25).

C. One bookcase full (26 to 100).

D. Two bookcases full (101 to 250).

E. Three or four bookcases full (251 to 500).

F. A great many books (more than 500).

8. How many books do your parents own? (Don't count magazines).

A. None or a few (up to 10).

B. A few books (11 to 25).

C. One bookcase full (26 to 100).

D. Two bookcases full (101 to 250).

E. Three or four bookcases full (251 to 500).

F. A great many books (more than 500).

9. In your spare time at home, do your parents:

A. Encourage you to read books (not comics) as much as possible?

B. Sometimes suggest that you read books (not comics)?

C. Not mind if you do not read at all?

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10. Choose one number in each row to show how much you like to read each of the following:

Choose only one as your favourite.

	My favourite reading	Like very much	Don't mind	Don't like much	Don't like at all
hardcover books	5	4	3	2	1
paperback books	5	4	3	2	1
magazines	5	4	3	2	1
comics	5	4	3	2	1
newspapers	5	4	3	2	1

11. a. Do you read magazines (because you want to, not for schoolwork)?

A. Yes

B. No

b. If you read magazines, draw a circle around each of the letters which show where you get the magazines that you read.

A. Home and relatives.

B. Friends.

C. School.

D. Public Library.

E. Bought from shops.

c. If you read magazines, write down the titles of up to 3 of your favourites.

_____

_____

_____

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12. a. Do you read comics?

A. Yes.

B. No.

b. If you read comics, draw a circle around <u>each</u> of the letters which show where you get the comics that you read.

A. Home and relatives.

B. Friends.

C. School.

D. Public Library.

E. Bought from shops.

c. If you read comics, write down the titles of up to 3 of your favourites.

_____

_____

_____

13. a. Do you read newspapers (because you <u>want</u> to, not for schoolwork)?

A. Yes.

B. No.

b. If you read newspapers, draw a circle around <u>each</u> of the letters which show which <u>parts</u> of the paper you read.

A. The ads.

B. Comic strips.

C. Sports.

D. Fashion, recipes, health.

E. Radio and T.V. news.

F. Local news.

G. Overseas news.

H. Special features.

I. Other:

_____

_____ Write in other parts you read, if they are not listed.

_____

c. If you read newspapers, draw a circle around <u>each</u> of the letters which show where you get the newspapers that you read.

A. Home and relatives.

B. Friends.

C. School.

D. Public Library.

E. Bought from shops.

14. a. Do you read books (because you <u>want</u> to, not for schoolwork)?

A. Yes.

B. No.

b. If you read books, draw a circle around each of the letters which show where you get the books that you read.

A. Home and relatives.

B. Friends.

C. School (borrowed or bought).

D. Public Library.

E. Bought from shops.

15. When choosing something to read, do you choose it because you think it will be good?

A. Often.

B. Sometimes.

C. Never.

your friends suggested it?

A. Often.

B. Sometimes.

C. Never.

your teacher or librarian suggested it?

A. Often.

B. Sometimes.

C. Never.

your family or relatives suggested it?

A. Often.

B. Sometimes.

C. Never

you saw it on television?

A. Often.

B. Sometimes.

C. Never.

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16. Draw a circle around <u>each</u> of the letters which show the parts of a book that you look at, when choosing one to read.

A. The title.

B. The cover.

C. The pictures inside.

D. The topic or subject.

E. The outline or blurb on the cover.

F. The size of the print.

G. The length (how thick it is).

H. The author.

17. a. Do you have a favourite place to read (when you read because you want to, not for schoolwork)?

A. Yes.

B. No.

b. If you have a favourite place to read, where is it?

_____

NAME:

CLASS:

THURSDAY

Time	WHAT YOU DID OUT OF SCHOOL HOURS (From getting up to going to bed)	IF watched T.V., which programme?
Before 7 a.m.		
7 - 8 a.m.		
8 - 9 a.m.		
Recess Lunchtime	If you read at these times, fill in the details on the back of this sheet.	
3 - 4 p.m.		
4 - 5 p.m.		
5 - 6 p.m.		
6 - 7 p.m.		
7 - 8 p.m.		
8 - 9 p.m.		
9 - 10 p.m.		
After 10 p.m.		

WHEN YOU READ (BECAUSE YOU WANT TO, NOT FOR SCHOOLWORK) FILL IN THE DETAILS ON THE BACK OF THIS SHEET.

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WHAT IS IT CALLED?	WHO WROTE IT? (if it's a book)	WHAT IS IT? (Tick one)			
		Book	Magazine	Comic	Newspaper